

# **IHE Bachelor Performance Report**

## **Salem College**

**2013 - 2014**

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### **Overview of the Institution**

Salem College is an independent college committed to the liberal arts and to the preparation of professional educators. Founded by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest continually operating women's college in the nation and the 13th oldest college overall. Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical, and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of NC since 1964. Undergraduate licensure candidates pursue a Bachelor of the Arts (B.A.), a Bachelor of Science (B.S.), or a Bachelor of Science in Business Administration (B.S.B.A.) degree in conjunction with a licensure curriculum for elementary education (K-6), general curriculum special education (K-12), second language French or Spanish (K-12), middle school/secondary content areas (English/language arts, math, social studies, science), and art education (K-12). All undergraduate licensure candidates also complete fieldwork in education including a semester long practicum (student teaching). Post-baccalaureate (post-bac) candidates pursuing initial licensure in elementary or special education complete all content-area and licensure coursework at Salem College; however, it is assumed that post-bac candidates wishing to teach in the middle or secondary grades begin their licensure programs already possessing a B.A./B.S. or the required 24 hours in their desired area of speciality. If not, such candidates pursue at least 24 hours of content coursework simultaneously to the post-bac licensure curriculum. Additionally, add-on initial licensure is offered in the areas of birth-kindergarten (B-K); Academically and Intellectually Gifted (AIG, K-12)), reading (K-12), and English as a Second Language (ESL, K-12). Salem offers advanced competency licensure and master's degrees for licensed practitioners wishing to enhance their professional skills in the areas of: elementary education (K-6); general curriculum special education (K-12); language and literacy (K-12); and school counseling (K-12).

### **Special Characteristics**

Salem College is a multi-age campus located in a beautiful, restored historic village. Traditional age students are women, and most are campus residents. Adult students seeking their first four-year degrees are a significant and valued part of the undergraduate population as well. The graduate program serves two constituencies: adult students with college degrees (some with advanced degrees) wishing to change careers and enter teaching, and experienced teachers who seek to become master practitioners and enhance their professional skills and licensure. Lateral entry teachers are offered licensure coursework in a variety of speciality areas. In order to

accommodate many of our students' work schedules, classes for both initial and advanced licensure are available during evening hours. The constructivist philosophy guides all of Salem's teacher education programs; faculty and course design emphasize integrated, authentic, student-centered instruction. We seek to promote the cognitive development and the two dispositions we value most in each prospective educator: all students are learners and teachers are responsible for creating the conditions of learning for all students.

## Program Areas and Levels Offered

Salem College offers the following undergraduate teacher education programs leading to initial North Carolina licensure: elementary education (K-6); art education (K-12); content areas for the middle grades (6-8) in English language arts, mathematics, science, and social studies; general curriculum special education (K-12); second language French or Spanish (K-12); and content-area secondary education (9-12) in English, mathematics, science, and social studies. At the graduate level, Master of the Arts of Teaching (MAT) candidates may earn licensure (initial and/or advanced) in: art education (K-12); elementary education (K-6); middle grades content areas (6-8); general curriculum special education (K-12); secondary education content areas (9-12); and second language French or Spanish (K-12). Lateral entry teachers may apply for admission to masters degree programs (MAT) leading to initial and advanced licensure in speciality areas including: art (K-12); elementary education (K-12); middle grades content areas (6-8); secondary education content areas (9-12); second language French or Spanish (K-12); and general curriculum special education (K-12). Candidates who already possess a first license may pursue add-on initial licensure for: academically and intellectually gifted (AIG K-12); birth-kindergarten (BK); English as a Second Language (ESL K-12); and reading (K-12).

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Salem College maintains ongoing collaborative partnerships with various schools in the Winston-Salem Forsyth County	Teachers in the partner schools identified a need for support, resources, and strategies to	Orientation sessions were planned for student teachers and cooperating teachers. These two	Planning for all events occurred throughout the semester in which the event was held. The Family Math/Science Night at South	For the math/science night, students from two initial licensure methods classes participated	When student teachers and cooperating teachers are able to meet, discuss, and plan prior to the practicum

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<p>School District. Salem also places student teachers with the following surrounding school systems: Davie, Davidson, Stokes, Yadkin, and Guilford County.</p> <p>Salem College has established collaborative partnerships with selected elementary schools in the Winston-Salem Forsyth County School District. This year we formed an “official” partnership with Ibrahim Elementary. Our faculty attended a joint collaborative planning meeting with the Ibrahim faculty. More events are planned for the upcoming school year.</p>	<p>foster their continued learning about and use of best instructional practices. Goals for this collaboration included the support and exchange of teaching strategies, professional development, and mentoring.</p> <p>Partner with schools to develop, plan, and host various parent and community curriculum events.</p>	<p>groups are able to share with each other their learning experiences.</p> <p>This ongoing initiative included collaborating with school partners at South Fork Elementary and Ibrahim to plan and implement a math/science family night. Additionally literacy experiences were offered at Griffith and Walkertown Elementary Schools. The literacy experiences included: A Community Reading Day, a Family Literacy Night, and the establishment of a Penpal program.</p>	<p>Fork was held on October 17, 2013. The Math/Science Night at Ibrahim Elementary was held on May 6, 2014. The Literacy Night was held in November, 2013 at Griffith Elementary and repeated in March, 2014. The Penpal program was ongoing during the spring semester, 2014.</p>	<p>(40 college students total). For the literacy events, students from the primary and the intermediate literacy methods classes participated (40 college students). About 80-100 elementary students and their familieies attended each event.</p>	<p>semester, greater success in the teaching experience resulted. Both groups report learning from each other throughout the semester experience.</p> <p>Exit polls conducted of attendees at all school events (students, parents, teachers, etc.) indicated a high level of satisfaction with the particular. Principals, teachers, and parents anecdotally reported that they felt such partnerships were a valued part of students' educational programs. In reflective writings about their</p>

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					<p>experiences working with partner schools, Salem students reported that participation in these events helped them to feel more confident about their abilities to plan instructional activities and to interact in authentic ways with learners, parents, and school-based personnel. School partners have already requested that these events be scheduled again for the upcoming year.</p> <p>School partners expressed their appreciation of the volunteer</p>

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					spirit and professional demeanor of the Salem students. These partners have already requested that we introduce students to the idea of proctoring early in the year and incorporate reflections about proctoring in course assignments (so as to encourage increased participation.

**B. Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

- a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

**All of our students are required to take a class on 21<sup>st</sup> Century Teaching & Learning. In this course, students are well prepared on various digital and instructional technologies. Additionally, students are able to apply their knowledge while working in schools during their early field experiences and during student teaching.**

- b) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

**Our professors have attended training sessions offered by DPI throughout the year to gain knowledge about this new licensure exam. We have taken the practice tests provided by Pearson. We are in conversation with the Dean of the College about possible new courses that may need to be added as options for our students. At this point, we are simply trying to prepare our students as well as possible in the current classes we offer.**

- c) **Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Formative and summative assessment is part of all our methods classes. Although we are sharing with our students knowledge of the various technology-based assessment systems available in North Carolina, the only direct experience our students have with these occurs during the student teaching semester.

- d) **Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

**We require all of our students (including middle and high school) to write lesson and unit plans that integrate arts education. The unit that is uploaded to Folitek during student teaching demonstrates the student's ability to do so.**

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	6
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	44
	Other		Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>56</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	29
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	79
	Other	1	Other	2
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>115</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>		
Comment or Explanation:		

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN SAT Total	1,188
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	27
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	532
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.18
Comment or Explanation:	
*-Less than five scores reported.	



#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		13		27
Middle Grades (6-9)		2		4
Secondary (9-12)		1		5
Special Subject Areas (K-12)		1		2
Exceptional Children (K-12)		5		4
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>22</b>		<b>42</b>
Comment or Explanation:				

#### E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	28	100
Spec Ed: General Curriculum	6	100
Institution Summary	34	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	10	8	3	1		
U Licensure Only	12	15	10	2		3
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	41	100	66
Bachelor	State	4,528	86	59

- H. **Top10 LEAs employing teachers affiliated with this college/university.**  
**Population from which this data is drawn represents teachers employed in NC in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Winston-Salem/Forsyth Schs	332
Davidson Co Schs	44
Stokes Co Schs	31
Davie Co Schs	27
Guilford Co Schs	23
Surry Co Schs	20
Yadkin Co Schs	13
Wake Co Schs	11
Charlotte-Mecklenburg Schs	9
Wilkes Co Schs	7

- I. **Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

### **III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
8	1	9